

Estimated Fiscal Impact of Bill #

SB 81 Sub 1

Date 2/24/2009

Short Title Concurrent Enrollment (CE) Program Amendments

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Short Form

Use only when there is no appropriation needed for state agencies, and no fiscal impact on state revenues, local governments, businesses, or individuals.

If the bill looks like it should have a fiscal note, explain why it does not. For example, a bill might put into code something that is already current practice.

Attachments welcome.

- | | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | State agencies will not require an appropriation to implement the bill. |
| <input checked="" type="checkbox"/> | There is no fiscal impact on local governments. |
| <input checked="" type="checkbox"/> | There is no fiscal impact on businesses |
| <input type="checkbox"/> | There is no fiscal impact on individuals. |
| <input checked="" type="checkbox"/> | The bill will not affect revenues. |

Explain why this bill has no fiscal impact.

Lines 106-116 do not affect the amount of money appropriated for the CE program but only change how it is allocated between higher and public education. Otherwise, the bill gives directives to the Regents. However, some of its provisions have consequences for public education.

A. What parts of the bill cause fiscal impact?

Cite specific sections or line numbers.

Lines 57-61 require students wishing to enroll in CE math or English course or CE courses with prerequisites to pass an "appropriate assessment." Lines 73-76 restrict 9th and 10th grade students generally from participation, but now provide an exception for early college (charter) high schools. These two concerns are elaborated below.

B. Which program gets the appropriation?

(Approp. Unit Code)

(To appropriate to an additional program use an additional form.) This is ____ of ____.

C. Work Notes: Assumptions, calculations & what are we buying?

Assume that a legislator calls you in to explain how you came up with your fiscal impact and these are the only notes you get to take with you.

List all costs. Identify one-time and ongoing costs. Detail FTE impacts.

Do not say, "\$50,000 in Current Expense." Be very specific about what \$50,000 will buy.

Attachments encouraged.

Currently, the Regents already by policy (R165) provide for the use of formal written academic assessments (ACT and placement tests for individual subjects), among multiple sources of evidence, where appropriate, to determine student eligibility for CE and limits CE participation to juniors and seniors and allows sophomores (but not freshmen) to participate only by exception. [For details, see: www.utahsbr.edu/policy/r165.htm.] The substitute reduces the testing requirements of the original bill such as to make the inappropriate use of (or need for) new assessments or unwarranted exclusion of students from participation in CE much less likely. However, it appears that the bill could still undermine Utah's participation in Project Lead the Way (PLTW), a national STEM initiative to increase the number of students who go on to major in engineering (and reduce attrition from engineering programs once they get to college), and which begins with middle school students and provides for the earning of college credit along the way, depending on the interpretation of "courses that are typically offered." [For more about PLTW, see: www.schools.utah.gov/cte/tech_pltw.html.] The same limiting provision might even more seriously affect the World Languages programs in many high schools which depend on colleges to deliver instruction where expertise is simply not available in the public schools (Moya Kessig, USOE Concurrent Enrollment Specialist, 2/20/2009). Moreover, early college (charter) high schools (ECHS) are concerned about "friction" this will create, since their students alone will have CE privileges that all other students lack. This could be especially problematic where an ECHS is collocated with a regular high school and draws heavily on its resources (Clark Baron, UCAS Principal, 2/23/2009).

Fiscal Impact Tables

Current Budget Year
FY 2009

Coming Budget Year
FY 2010

Future Budget Year
FY 2011

D. If this is a revenue bill, show impacts here. (Select funds from drop-down menu.)

Total	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

E. Show Costs to Implement the Bill by Fund (Select funds from drop-down menu.)

Total	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

F. Show Costs to Implement the Bill by Expense Category.

Personal Services			
Travel			
Current Expense			
DP Current Expense			
DP Capital Outlay			
Capital Outlay			
Other/Pass Thru			
Total	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>

G. How will the bill impact local governments?

Your estimate of the bill's impact on local governments.

Attachments welcome.

H. How will the bill impact businesses?

Your estimate of the bill's impact on businesses.

Attachments welcome.

I. How will the bill impact individuals?

Your estimate of the bill's impact on individuals.

Attachments welcome.

Some CTE and foreign language students and even regular students simply wanting apparently routine courses may not be able to prepare themselves as readily for college, thus requiring them to spend more for college or discouraging them from pursuing certain majors altogether. For example, would the college course Math 1010 (Intermediate Algebra) -- the classic "gatekeeper" course -- which is widely taken by 10th grade students, be unacceptable as a CE course? Even if taken by an 11th grader in a rural area without another effective local option?

This is a draft fiscal note response from the Utah State Office of Education (USOE) and may be revised in the future.